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Regular Meeting
UNI FACULTY SENATE MEETING
04/09/18 (3:30 - 4:51)
Mtg. #1807
SUMMARY MINUTES

1. Courtesy Announcements

No members of the Press were present.

Faculty Chair **Kidd** had no comments.

Vice-Chair **Petersen** reminded Senators of the at-large voting taking place, the 3:00-5:00 p.m. April 16th forum for the Faculty Evaluation Committee from in the Union that will focus on post-tenure evaluation. Dr. **Gassman** noted that the first Community Engagement Celebration will be held on April 19th in Maucker Union.

2. Minutes for Approval Mar 26, 2018 – Minutes, Summary

**** (Schraffenberger/McCandless)** Passed. One abstention.

3. Consideration of Calendar Items for Docketing

1390 Emeritus Request for Melissa L. **Beall**, Professor, Communication Studies (**Zeitz/Stafford**) Docketed in regular order.

<https://senate.uni.edu/current-year/current-and-pending-business/emeritus-request-melissa-l-beale-professor-communication>

4. There was no New Business

5. Consideration of Docketed Items:

**** 1259** The Spring 2018 Revised Curriculum Handbook

(**O’Kane/Fenech**) Motion passed. All aye. <https://senate.uni.edu/current-year/current-and-pending-business/spring-2018revised-curriculum-handbook>

**** 1250** Faculty Handbook Committee Consultation

(**Schraffenberger/Strauss**) After some consultation, motion to table for next meeting <https://senate.uni.edu/current-year/current-and-pending-business/faculty-handbook-committee-consultation>

**** 1267** Emeritus Request for **Blecha**, Kathryn M, Instructor, Dept. of Teaching (**Zeitz/Strauss**) Motion passed. (See Addendum 1) <https://senate.uni.edu/current-year/current-and-pending-business/emeritus-request-blecha-kathryn-m-instructor-dept-teaching>

**** 1268** Emeritus Request for Thomas **Blain**, Instructor, Dept. of Teaching (**Zeitz/Strauss**) Motion passed. (See Addendum 1) <https://senate.uni.edu/current-year/current-and-pending-business/emeritus-request-thomas-blain-instructor-dept-teaching>

**** 1269** Emeritus Request for Linda S. **Rosulek**, Student Teaching Coordinator, Dept. of Teaching (**Zeitz/Strauss**) Motion passed. One abstention. (See Addendum 1) <https://senate.uni.edu/current-year/current-and-pending-business/emeritus-request-linda-s-rosulek-student-teaching>

**** 1270** Update on the edited Civic Action Plan - Dr. **Gassman**
<https://senate.uni.edu/current-year/current-and-pending-business/request-dr-gassman-give-update-edited-civic-action-plan>

**** 1271** Consult on Women's and Gender Studies (WGS) Ad Board Request for Structural Reorganization (move to CSBS) <https://senate.uni.edu/current-year/current-and-pending-business/consult-wgs-ad-board-request-structural-reorganization>

**** 1272** Emeritus Request for Audrey C. **Rule**, Professor, Dept. of Curriculum and Instruction (**Zeitz/Strauss**) Motion passed. <https://senate.uni.edu/current-year/current-and-pending-business/emeritus-request-audrey-c-rule-professor-dept-curriculum>

***(O'Kane/Choi)** Due to time constraints, Items **1273, 1274, 1275** are moved to 04/23/2018

**** 1276** Emeritus Request for Jack **Yates**, Professor, Dept. of Psychology (**Choi/Strauss**) Motion passed. <https://senate.uni.edu/current-year/current-and-pending-business/emeritus-request-jack-yates-professor-dept-psychology>

6. Adjournment (**Strauss/O'Kane**) 4:51 p.m.

Next Meeting (Last meeting of the year)

Monday, April 23

3:30 p.m.

Scholar Space (301) Rod Library

Complete transcript of 45 pages and 1 addendum follows.

Regular Meeting
FULL TRANSCRIPT of the
UNI FACULTY SENATE MEETING

April 9th, 2018

Present: Senators, John **Burnight**, Seong-in **Choi**, Lou **Fenech**, Senators Tom **Hesse**, Bryce **Kanago**, Bill **Koch**, James **Mattingly**, Amanda **McCandless**, Steve **O’Kane**, Faculty Senate Vice-Chair Amy **Petersen**, Senators Angela **Pratesi**, Jeremy **Schraffenberger**, Sara **Smith**, Gloria **Stafford**, Mitchell **Strauss**, Shahram **Varzavand**, Leigh **Zeitz**. Also: Faculty Chair Tim **Kidd**, NISG Representatives Tristan **Bernhard** and Kristin **Ahart**.

Not present: Senators Ann **Bradfield**, Peter **Neibert**, Nicole **Skaar**, Faculty Senate Chair Michael **Walter**, United Faculty Vice-President Becky **Hawbaker**, U.N.I. President Mark **Nook**, Provost Jim **Wohlpert**, Associate Provost Patrick **Pease**, Associate Provost John **Vallentine**.

Guests: Brenda **Bass**, Carissa **Froyum**, Julianne **Gassman**, Donna **Hoffman**, Christopher **Martin**, Kate **Martin**, Paul **Shand**.

Petersen: Alright, let’s go ahead and get started this afternoon. We have a very full agenda as you probably already noticed. I am filling in for Michael (**Walter**) this afternoon, and most of our administration is also absent. They are attending the HLC [Higher Learning Commission] Training in Chicago. So let me first call for press identification. Do we have any press with us this

afternoon? Okay. I know we have many guests, and so I want to give our guests an opportunity to give us a very brief introduction, and then we will move on to Announcements. Dr. **Gassman**?

Gassman: I'll start. I'm Julianne **Gassman**. I'm in the Division of Leisure, Youth and Human Services, and I'm here to follow up on the Civic Action Plan and the progress made since the last time.

Hoffman: Donna **Hoffman**, Political Science. I'm on the Faculty Handbook Committee.

Bass: I'm Brenda **Bass**, I'm Dean in CSBS, and I'm a member of the Faculty Evaluation Committee.

Froyum: Hi, I'm Carissa **Froyum**. I'm a sociologist, and I'm a member of both the Handbook and the Evaluation Committees.

Martin: Chris **Martin**, Communication Studies; a member of the Faculty Evaluation Committee.

Martin: I'm Kate **Martin** from the Library, and a member of the Faculty Handbook Committee.

Shand: I'm Paul **Shand** from the Physics Department, and a member of the Faculty Evaluation Committee.

Curran: I'm Chris **Curran**. I'm Administrative Fellow in the Office of the Associate Provost, and I'm here for Patrick (**Pease**) because he is in Chicago. So I believe you'll be talking about the Curriculum Handbook today.

COURTESY ANNOUNCEMENTS

Petersen: Thank you. Chair **Kidd**, do you have any announcements?

Kidd: It snowed and we're almost done with the year, and that's about it.

Petersen: The only announcement I have, I was able to officially launch the elections with success this round, and so please do encourage your faculty to vote. Those are the at-large elections. So with that, let's move to the approval of the minutes. Is there a motion to approve the minutes? So moved by Senator **Schraffenberger** and seconded by Senator **McCandless**. Is there any discussion of the minutes?

MINUTES FOR APPROVAL

Varzavand: A correction. On page 21, it should say 'in regard to placing the curriculum online' rather than 'policing the curriculum online.' On page 21.

Petersen: Thank you for that catch. Any other discussion, comments, needed revisions? Alright, let's take a vote then. All in favor of approving the minutes, please respond by saying 'aye.' Any opposed? Any abstentions? One abstention, Senator **Mattingly**.

Zeitz: I know this is late, but I just noticed my name is not in this one.

Petersen: In which one?

Zeitz: The February 26th.

Petersen: March 26th? You attended. Is that what you're noting?

Zeitz: Yes. I made a mistake and was looking at February 26th, and it's not there either.

Petersen: These are March 26th, but you might have been at the College of Ed Faculty Meeting, because that was occurring at the same time.

Zeitz: I was there for a few minutes before.

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

Petersen: We can certainly add. We have one Calendar Item for Docketing, and that is the Emeritus Request for Melissa **Beall**, Professor in Communication Studies. Is there a motion to docket this emeritus request for our next meeting? So moved by Senator **Zeitz**. Seconded by Senator **Stafford**. Thank you. Is there any discussion that is needed to docket this emeritus request? All in favor of docketing the emeritus request for Professor Melissa **Beall**, please indicate by saying 'aye.' Any opposed and any abstentions? Alright, the motion passes.

CONSIDERATION OF DOCKETED ITEMS

Petersen: We do not have any New Business, but we do have a tremendous amount of docketed items for discussion. Our first docketed item is this Spring 2018 Revised Curriculum Handbook. If you recall at our last meeting, Associate Provost **Pease** presented us with the revisions of this Handbook. Those

revisions were fairly minor, but he wanted to give us an opportunity to review the full draft that had been posted on the website. So, can I begin with a motion to approve the Revised Curriculum Handbook? Thank you Senator **O’Kane**. Is there a second? Seconded by Senator **Fenech**. Now is there additional discussion, questions needed about these revisions to the 2018 Curriculum Handbook? Dr. **Curran** is here to help us with any questions we might have.

Curran: I remember the edits clearly. Again, we do have the note from the last meeting in terms of the page changes—editorial changes, so those will definitely be within the posted copy.

Petersen: It appears that there are no questions, so all in favor of approving the 2018 Revised Curriculum Handbook, please indicate by saying ‘aye.’ Any opposed? Any abstentions? The motion passes.

Curran: Thank you.

Petersen: Thank you Dr. **Curran**. I will share that with Dr. **Pease**.

Petersen: Our next docketed items is a Consultation from the Faculty Handbook Committee, and I am going to begin by just providing just a little bit of background information, and then I will turn it over to our guests who are in the gallery. We have representation from both the Faculty Handbook Committee here today, as well as the Faculty Evaluation Committee. The Faculty Evaluation Committee is a subset of the Faculty Handbook Committee.

The Faculty Handbook Committee includes twelve individuals: six faculty and six administrators, and the Faculty Evaluation Committee includes six

individuals: three administrators and three faculty. And there is a bit of overlap across the two groups. The Faculty Handbook Committee was charged with a number of tasks as part of Appendix A in our Faculty Handbook last year. Those tasks included taking a look at leave, temporary faculty, summer research fellowships, faculty evaluation files, health and safety, and salary equity.

Petersen: The Faculty Evaluation Committee was charged with a much bigger task, and that task included taking a look at our comprehensive evaluation system, including university-wide standards and guidelines. And so today, they are with us in a consultative role to share their work, and provide us with an update so far as to the process. My hope today is that we can begin to have this conversation, but we may need to table the conversation, so that the group can come back on April 23rd and we can continue the conversation, as I'm guessing that the conversation will be quite large. I also wanted to remind all of us of the process. And the process entails consultation with this body, and the Committee then revises accordingly and as appropriate, and the final decision-making goes to Provost **Wohlpart**. So, both committees will be putting forth the recommendations to Provost **Wohlpart**, and he will be making the final decision regarding any updates, revisions to the Handbook, as well as to the Comprehensive Evaluation System.

O'Kane: Is there Union people on the committee?

Petersen: Yes, it's a great question. So, I am on both committees, and I happen to be a Union member. Carissa (**Froyum**) is on both committees. She is a Union

member. Chris **Martin** is on the Evaluation Committee, and Chris, you are a Union member. Am I correct? [**Martin** nods] And so yes, we do have Union representation. So with that, let me turn it over to--Let's start with the Faculty Handbook Committee perhaps, and then we can move into the Evaluation Committee.

Mattingly: We, the Faculty Handbook Committee, as Amy (**Petersen**) said, began the year with a number of charges from the prior year's process. Some of those we've gotten to. Some of them aren't quite finished. There are four items that we have finished. [To **Petersen**, putting document on screen] Are you bringing up the March 1st? That's the best one I think. The four items that we have voted on, and are putting forward to you and then to the Provost, have to do with faculty office hours, a change to --that's an addition of a provision for faculty office hours; a change to or a revision to a change to the Summer Research Fellowships, adding the UNI Vision and Mission Statement to the Faculty Handbook, and adding a description which for some reason just wasn't in the Handbook about tenured faculty appointments. So, shall we begin with the tenured faculty appointments?

Petersen: Sure.

Mattingly: Maybe I should just say that it's just a very basic description about what tenured faculty do, and...

Petersen: And previously in the Handbook, there were descriptions of appointments, such as temporary appointments, but there was not a description of a tenured appointment. So this was a new description that was

added, so that there is a description for every appointment within the Handbook.

Kidd: Yeah, we already had tenure-track too, I think. Right? Like as in before pre-tenure?

Petersen: Yes.

Mattingly: And instructor positions: Everyone but tenured, and now we have one for tenured faculty as well. Should I skip up to office hours? This was a request that came from the Provost's Office as a result of some inquiry that had been held on campus regarding faculty office hours, and complaints had been made by students and so forth. And so the Provost asked us to take up a provision for regular faculty hours to be held. So, as you can see here, what it came down to was that the provision requires three hours per week for each semester: days, times, and locations to be appropriately matched to the faculty member's mode of teaching, as well as their teaching schedule; that the scheduled office hours should be posted and included in the course syllabi, and the department offices should be notified by the first week of each semester of faculty member's office hours. So those are the primary provisions there. And of course these documents—there was an earlier document that was posted on the Senate website, but these documents will be posted on the website.

Petersen: I was able to update the website even though Michael (**Walter**) was not present, so you can access these documents today.

Mattingly: And I'm sure there will be more discussion about them at the next Senate meeting as well.

Petersen: Yes.

O'Kane: Do we need to approve this, or is this purely informational?

Petersen: This is purely information. It's a consultation. You certainly can provide feedback that the committee will consider, and the committee then will make a recommendation to Provost **Wohlpart**.

O'Kane: I have a comment about the faculty office hours and that is I suspect that I'm not alone in this: I will meet with students basically any time I am free, and I have it right in my syllabus, 'If you want to meet with me, call me or email,' and lickety-split, we meet. I've never turned a student down to see me. But I don't have a dedicated hour, and I don't see the point.

Zeitz: How is this addressed for online teaching? Two out of three of my classes are online. Once again: I do the same thing you do--My students prefer to *Zoom* because they're in Council Bluffs and most of them teach, and so it wouldn't be until five or six. But I'll do that from home. You might want to put something in there discussing that as well.

Mattingly: And that is in there. It wasn't in the original proposal.

Petersen: Senator **Zeitz**, I think that refers to 'office hours should be appropriately matched to the schedule of the faculty member's teaching assignment, and then if you go...should be matched to the mode of

instruction.’ So you can hold online office hours if your mode of teaching is online.

Zeitz: I see. I missed that.

Mattingly: This was strongly recommended by students, was our understanding. Again, this was a request from the Provost for us to address.

Zeitz: Thank you.

McCandless: Under the section about tenured faculty, it talks about ‘tenured faculty will be Associate and full Professor, also with tenured faculty with the rank of Instructor, people from Price Lab School.’ Maybe that should be changed to rank of Instructor or Assistant Professor. We have a situation in the School of Music: Somebody is moving through the professional assessment committee process who earned a doctorate after she was tenured as an Instructor. I’m just worried that if it reads like this, it might not be okay for her to be tenured at the Assistant Professor level, because she came in with tenure, and now she’s going for promotion to Assistant Professor. So, I’m just concerned about that. Does that make sense?

Petersen: It does, because in our evaluation committee work, we have tackled that very issue, but you are correct in that it is not reflected in this paragraph.

McCandless: Can that be something that’s addressed? I’m just...because I think this is a situation that might come up again.

Petersen: Thank you. That’s very helpful.

Bernhard: To speak to Senator **O’Kane’s** concerns: I think something from the student perspective that was gauged was that while you I’m sure are very good at reaching out to students just like that, and meeting with them quickly, if there are professors that kind of take advantage of that and don’t have regular hours or are not able to meet very consistently, be it because of their busy schedule or research assignments or what have you, that could present a barrier for students, especially if they don’t have regular hours that they can count on. Like if I know that you have hours Monday, Wednesday 1-3, even if I have things during that time, I can go through the process of how I could maybe make arrangements to make one of those hours, but if there’s not something set in stone and our schedules aren’t necessarily compatible, the avenues of communication are a lot more murky. So, I think that was kind of the student side.

O’Kane: I can certainly see the student’s point of view. I am concerned also—you only have to schedule one hour, what if I schedule that hour at a time you cannot be there?

Bernhard: I think it requires three hours a week.

O’Kane: It doesn’t require three hours. It requires one.

Petersen: One per class.

O’Kane: One per class?

Mattingly: And then there’s also...What you mention is a good question. There is a provision that states that faculty should also—there it is, “additionally,

faculty members should allow students an opportunity to meet outside of those times through special appointment requests.”

O’Kane: Which is what I do all the time.

Mattingly: Exactly, which most would do. But this is setting a minimum acceptable standard, and hopefully most of us are above average.

O’Kane: I failed the standard for 23 years.

Choi: I would agree with Senator **O’Kane**. Actually I do have office hours--two office hours actually, but I am in my office all the time. So any time, students can stop by and I also respond to students immediately, and I can meet with students when they want. But I hold two hours of office hours, but very few students just pop up. They usually email me and schedule. Otherwise, my office hours are filled very quickly, so actually the walk-in office hours do not work very well. Also, I have two hours but if I have three hours always required, I would feel too much pressure. I think that it should be open to the professor’s discretion.

Petersen: Thank you.

Choi: Also, while I understand the student’s perspective, there are always professors who are better than others, so it’s not something that should be restricted by the policy.

Petersen: Thank you very much. We will, the Faculty Handbook meets again on Friday I believe—not this Friday.

Mattingly: The following week.

Petersen: The following Friday. So we will take all of this feedback for consideration to the committee.

O’Kane: Perhaps some language along the lines of ‘reasonable ability to meet with students,’ something along those lines.

Petersen: Thank you. Are there other questions or comments related to these Handbook revisions? Let me shift then to the Faculty Evaluation Committee and ask if Carissa (**Froyum**)—are you willing to provide just a general overview to get us started?

Froyum: Yes, I’m happy to. When Chapter 20 disappeared, remember we created the Handbook in the spring of last year, and the Appendix in the Handbook required the creation of our committee to be tasked with looking at evaluation across the career of all faculty across the University. So, what we have provided you with today is Chapter 4 of the Handbook currently, and you’ll see Chapter 3 next time. Chapter 4 is the chapter that deals with both workload and the definitions of the aspects of our job. So, it defines teaching, non-standard teaching, librarianship—although that will be updated later this week, scholarship, creative activity, including an expanded definition to include both integration and application for tenured faculty, and then finally, service. The Committee has been very active all year long. We started off the year conducting a survey of the faculty, and we’re reviewing all of the documents right now currently for evaluation across the University, and we’ve

reviewed the practices at many different universities, the literature, and we've been very active at soliciting feedback from faculty this semester as well. We've had three forums. We've had a survey and we've had many, many, many one-on-one consultations with faculty who wanted to provide us with feedback. So, we've been very appreciative of the faculty's engagement with our work so far. And what you see before you is what we think of as the best way to approach the very complex issue of faculty workload. From the feedback we've received from faculty, there are very strong and at times competing expectations and desires around faculty workload, and this is what the committee feels like is the best approach forward for that. Same goes for the definition of especially scholarship and service, which was not as well defined previously. We're happy to hear your feedback as well.

Schraffenberger: I just want to ask this question generally about service because according to this table, 20% of service is required of term and renewable and clinical faculty, and 15% for most others—tenured instructors still have 20%, and I'm just thinking of the ethical implications of that 5% extra. It just seems a little odd to me that it's different—that that's more for some reason; more service is required for term faculty, than for faculty. This was a question—wasn't there a survey sent out about this question? Not specifically, but...

Froyum: Yes, and also about the workload.

Schraffenberger: So was this the decision based on the survey results?

Froyum: Partially, it is based on the survey results, but also lots of extensive research and consultation with faculty. In terms of the term “renewable term” faculty, this is not really a change in their workload. The change is really for the rest of the faculty, although you’ll notice that in terms of service, that it actually has to be defined. Right? Because they don’t have any scholarship obligations at the moment. So their workload has been defined around teaching four classes, and then a hunk of time for service. Term and renewable faculty right now are doing the service, so our hope is that they’ll actually be rewarded and have that work be visible. I would certainly love to hear what your thoughts are.

Schraffenberger: I don’t know if I have a full and clear statement, except that I’m wondering what other people have thought about this specific issue.

McCandless: Has there been any discussion about trying to add some sort of research component to the term position? I think about in our department in the School of Music, everybody that’s working in the term position is still doing that work, because they want to remain professionally viable, and it’s a shame that they often don’t get a lot of credit for that. And it seems that they really enrich their teaching, and its things that enrich us as a school as a whole. I just wondered if you had conversations about maybe trying to change that, or make it so that people in these positions can not only teach, but also feel more professionally fulfilled with whatever they’re interested in. I’m not saying that everybody has to, but I’m saying there might be some people that are interested in that.

Froyum: I really appreciate that comment because I think we spend a lot of time trying to figure out how best to support and create a system that will work better for our term faculty. So, you'll notice that we actually allow right now that 20% in some places to be flexed between service and scholarship. The reason that we put it as a flexed thing rather than a requirement, is because there are places in the University where their service obligations are high enough, and the requirements for scholarship in those fields wouldn't mesh. But we're hoping there's enough flexibility for the folks in your college who do that work to be able to be recognized for it. So, there's flexibility built into here in a lot of different ways; trying to accommodate around the whole University some of these individual circumstances.

McCandless: Sure. Right.

Froyum: I really appreciate your thoughtfulness about their research and scholarship and creative activity.

McCandless: Thanks.

Petersen: Senator **Stafford**, and then Senator **Smith**.

Stafford: I know that the survey about these numbers went out several weeks ago, and can you talk about what the results of that survey were, or whether that impacted how these allocations were done?

Froyum: I can. I'm glad I still have my sticky-note with the numbers. So, the numbers were—we had 245 faculty who participated in the survey. The original workload that we were proposing was actually mirrored the term, so

we had 20,20,20,20.20: We had the five 20's—is what we call it, right? So the equal valuing of scholarship and service. So, 76 faculty...liked the five 20's—76 out of 245. The highest group was the one that advocates the version we are putting forth to you.

Stafford: The 25/15?

Froyum: Exactly. And then 52 people wrote their own, and the feedback on what that should look like ranged from all scholarship for that split around our classes, to all service and then some. Our faculty have been very opinionated in a real breadth of a way is what I would put it.

Stafford: You saw a strong preference for the 25 scholarship, 15 service?

Froyum: We did.

Petersen: The diversity across campus is incredible.

Smith: How are those percentages regulated? For example, if the department requires or needs a tenure-track person to do a great amount of service, is there any regulation or monitoring?

Froyum: I would frame it more that there's flexibility, more than...I'm not exactly sure what you mean by monitoring. But, let's say you have a junior faculty member who has a high service load, which happens a lot in my college, right? Then the expectation would be that you would consider that as a department head when you are reviewing them, that they are doing much more service than that. We also have worked into here—this is in the case of heavy service obligation, an opportunity to apply for a course reassignment,

which has traditionally been known as a course reduction if you are doing that level of service work. So they would also be eligible for that. I don't know if that's what you mean. Does that help?

Smith: That answers the question.

Froyum: So that's an application process to your department head.

Smith: It might also be a communication issue as far as junior faculty who don't know these things. They just do what they're told and feel very overwhelmed.

Froyum: Oh, absolutely.

Petersen: I think one of our goals as a committee was to attempt to construct a process that would be transparent to all, and one that would also insure equity as much as possible across campus.

Schraffenberger: In terms of the non-standard teaching activities, I wonder...This is something of interest in my department, and I'm wondering what form that's going to take. Right? When it's literally develop this system, I don't know what it looks like. Is it a table? Is it bullet points? And I'm wondering too if there was discussion about any kind of feedback into that conversion system, because right now, it is the department head in consultation with the dean that then goes on to the Provost, does faculty get a say in it? Well actually when we do these things, this is a much more significant load than this other non-standard activity that we do, and so is there a system then where that faculty voice can be heard a little bit?

Froyum: Jeremy (**Schraffenberger**) You are really touching on one of the major issues that we saw when we collected data around the University. How this ‘non-standard teaching’ varies incredibly around the campus. So, we’ve collected that data and are actually in the process of creating a formula for the entire campus that will work—hopefully. That specific formula is being created. We have all of the current practices around campus right now, and if you have some specific feedback on what you think something should be weighted as, we are certainly open to hearing that. Melinda **Boyd** who is in the Provost’s Office right now, is collecting and helping us craft a University-wide system so we don’t have this tremendous variation by department and over time, because things are not counted equally across campus at all.

Schraffenberger: Well I’m glad to see it’s an annual thing, too, because that gives it time to evolve to what actually is the case rather than what we think will work when we initially propose a system of some kind.

Froyum: With any of this right, when it goes out into the field if you will, there’s going to be feedback about what’s working and not working, and once these things are implemented too.

Zeitz: Do you have examples of non-standard teaching? You said that they are wide and varied.

Froyum: Sure. Let’s take in Music, people who do one-on-one lessons, or over in Education, people who supervise field experiences. Those are examples of non-standard teaching practices that are part of people’s regular teaching

load, but the equivalent to three credit hours is not necessarily clear. Does that make sense?

Zeitz: I know one of the things we do—have done, is if a student needs an extra class, often you end up teaching it as an independent study, teaching it overload, but we don't get any compensation for it.

Froyum: In some places that right now that is counted as non-standard teaching or a certain equivalent, and in other cases it's not counting for anything. So that would be another example of non-standard teaching. The definition of non-standard teaching is one that work is required to do or complete a program; as part of the program requirement.

Zeitz: It's something that's done repeatedly.

Froyum: Routinely. Exactly. Right now, that's compensated some places and not in others.

Pratesi: I wanted to jump back to workload, but if anyone else wanted to comment on this to keep that conversation going, they can supersede me. Seeing no takers, I wanted to thank you all for the amount of research it takes to figure out what an appropriate workload would be for faculty. I know that it has been extremely difficult and often stressful for all of you, especially hearing all the feedback about across campus of what everyone else thinks the workload should be. So, I just want to thank you all for that, and I also want to ask about this new section that I have just recently noticed, 4.81, the Workload Flexibility Option, which I really like a lot, and I'm happy to see it

here. My question is what is stopping a department from deciding they don't like the workload and they want all of their faculty to have 75 teaching, 25 research and no service? Are there any kind of fail safes to make sure that faculty can participate in the life of the University and in professional organizations? How's that being negotiated? Is there an opportunity for a department to go rogue on us with this provision?

Froyum: There's probably some opportunity we haven't thought of, but I do think that we've been very thoughtful about that, and I can speak to that in two ways. One is we're adding in transparency that does not currently exist. So it is the case that there are an assortment of different workloads around campus right now and people don't know about them, including people on our committee, who have been here for a long time—not being aware of what's happening. You know, the right hand not speaking to the left hand. So, we've created a transparency safeguard here which would be reporting people's workload accommodations if you will or their flexed or differentiated portfolio, depending on the language you prefer—that being reported to faculty leadership. Also, to have a flexed or differentiated portfolio, you need to have that approved, not just by your department head, but by your dean. So you couldn't really have a rogue department without a rogue dean. [Laughter] There is an administrative fail safe in there as well I guess, is how I would put it. So, two ways: transparency and also the accountability through the chain of command that already exists.

Schraffenberger: It looks like there's a two-year limit for it as well, right?

Froyum: Yes. The reason for that is because we're hoping that those opportunities can be spread out, rather than concentrated in the hands of a few.

Petersen: Senator **O'Kane**, did I see your hand?

O'Kane: I'm just puzzling.

Petersen: Well you can hang on to it as well, because again I'm hoping that someone will make a motion to table this conversation so that we can come back on April 23rd and at that time I would anticipate we will have some additional documents, such as the post-tenure review documents, the standards table, as well as the timeline sufficiently revised for your feedback as well.

O'Kane: Reading this, it looks like you can do a different portfolio—do that a second year, but it doesn't say how long you can be off of that before you can do it again. Does that make sense? Can one do it again?

Froyum: We were hoping not to put restrictions on it, but we're certainly open to your feedback about what you would like.

O'Kane: It just doesn't address it. It should be upon completion of two terms, you have to wait three years. I don't know. Some number. Otherwise, you'd have two on, one off, two on, one off.

Froyum: Right now we have language about making sure the opportunities are available to people and sort of equity-like language, but if you feel that's not strong enough we can certainly...

O'Kane: I wonder what my colleagues think. I don't know.

Petersen: These are really complex issues, because our desire as a committee was to again, make the process transparent and as equitable as possible, and so in many ways the documents are broad. And certainly when we attempt to be more specific, then the uniqueness that we find within departments and across colleges can be more difficult to address. That's been our tension or our challenge.

Kidd: Steve (**O'Kane**) most of these things are open-ended a little bit, right? I think a lot of that, at least in my mind was because this is new territory, right? Trying to make University-wide standards fitting departments which have different needs, and so having less restrictions in the beginning seems to be appropriate. If problems arise, they can be dealt with. To me it seems like it's a—to me at least—a scary thing to regulate too much in the beginning. That's all.

O'Kane: I can see that. Point taken. One could imagine though, say a dean who says, "That's it. You get two in your career here," and that could be supported with this language.

Schraffenberger: The purpose it says is for faculty development, so presumably, if you've had two years of something, you've developed. So perhaps a different reason for development should be provided. And I see that

as an interpretation of that paragraph, where you can do it again, but it's not the same reason, because then it either becomes abusive or somebody's taking advantage of some loophole in the system. I think that's at least my take on it: Develop something different.

Mattingly: I see at least two courses of recourse, too, if the situation that you mention comes about. One would be to file a faculty petition with the Union. The other would be to bring this—to bring that very issue—to any of the Faculty Handbook Committee members to revise this accordingly.

O'Kane: Should that occur.

Mattingly: Should that occur, right.

Kidd: And something like that, it might not even need a revision, just a conversation.

Petersen: Any more questions or comments? And/or is there someone willing to make a motion to table this discussion for our next meeting? Thank you, Senator **Schraffenberger**, [seconded by Senator **Strauss**]. Thank you very much for coming. Alright, the next three items on our agenda are emeritus requests. The first emeritus request is Kathryn **Blecha**, who is an Instructor from the Department of Teaching. It does not appear that anyone is here from the Department of Teaching, but I know that we do have some College of Ed colleagues here. Is there anyone that can speak to her service at the University? The information that I have—the documentation that was presented, she has taught here since August of 1988. She is in Student

Teaching Coordination, which means she supervises our teachers in the College of Education when they are doing their student teaching.

Unfortunately, I didn't receive any documentation in the form of a narrative. Is there a motion to accept her emeritus request, to approve it? So moved by Senator **Zeitz** and seconded by Senator **Strauss**. Any discussion around her application?

Strauss: She meets the basic requirements, right?

Petersen: She does. Yes. All in favor of approving the emeritus application of Kathryn **Blecha**, please indicate by saying 'aye.' Anyone opposed, indicate by saying 'nay,' and any abstentions? The motion is passed. The second emeritus request that we have this afternoon is for Thomas **Blaine**, who is also an Instructor in the Department of Teaching. Is there a motion to approve the emeritus request for Thomas **Blaine**? Senator **Zeitz**, thank you. Is there a second? Senator **Strauss**, thank you very much. Any discussion related to Thomas **Blaine**? Again, I did not receive any narrative with his application, but I can tell you that he has been here at the University of Northern Iowa since August of 1999. Again, he is an Instructor in the Department of Teaching, and supervises our students out in their field experiences and student teaching. Anyone have any comments? Okay, all in favor of approving the emeritus request for Thomas **Blaine**, indicate by saying 'aye.' Any opposition? And any abstentions? Okay, the Emeritus Request for Thomas **Blaine** is passed. The third emeritus request again comes to us from the Department of Teaching. This request is for Linda **Rosulek**. Is there a motion to approve this emeritus request? Thank you Senator **Zeitz**. Is there a second? Thank you Senator

Strauss. Any discussion related to this emeritus request? Again I do not have any narrative, but I can tell you on the application, she has been here at UNI since 1999. Again, she's a student teaching coordinator, supervising our students out in the field. And unfortunately, I don't know these individuals either, so I'm not able to provide any commentary.

Choi: I'm just curious: The narratives are not required materials for the application?

Petersen: I think they are optional. So typically what Michael (**Walter**) has done as Chair is to email the head of the department and either request a narrative and/or invite that person to come and speak on behalf.

Kanago: I've been on the other side this a number of times as Faculty Senate Chair of the College of Business, and the form—one of the first people the forms go to after the head is the College Senate Chair, and the College Senate Chair is asked to include a statement that says that the person has had at least ten years of meritorious service, and I always and I think some others took time to write out just a little bit, maybe a paragraph or a couple of sentences. But—and I think that would be preferable—but I take that signature of the College Faculty Senate Chair to be verifying ten years of meritorious service.

Petersen: However, Senator **Choi**, if you are uncomfortable, or if anyone is uncomfortable, we can certainly table this application or the others and I could go back to the department head requesting additional information.

Varzavand: Does the administrator automatically receive that? Do the administrators automatically receive emeritus status?

Petersen: So the department head and the dean of the college signs this application. So these individuals are aware.

Varzavand: My question is are [do] administrators automatically receive emeritus status without filing for it?

Petersen: I don't believe we handle...

Kidd: We don't deal with those at all. So we don't have any comments or anything to worry about non-faculty emeritus status. I don't even know the procedure. I know our procedure. It's basically if we say they should be emeritus and they have 'X' number of years, then they're emeritus.

Bass: They go through a process that's not automatic. They go through a similar process. It just doesn't feed through the Faculty Senate, but it feeds through levels of approval on campus before going to the Board of Regents, similar to a faculty petition or request to be considered emeritus.

Petersen: Thank you.

Bass: It's not automatic.

Petersen: Did you want to add to that?

Zeitz: It seems to me that people saying something or a letter is merely a matter to get it into the minutes for posterity, and so I don't think that not having that should get in the way of getting their emeritus status.

Petersen: Any other comments, questions, discussions related to the application for Linda **Rosulek**? Then let me call the vote. All of those in favor of approving the emeritus status application for Linda **Rosulek**, please indicate by saying 'aye.' Any opposition? Abstentions? Senator **Choi** abstained. The motion passes.

Petersen: Our next order of business is Dr. **Gassman**, she is here to update us on the Civic Action Plan, and provide us with a little bit more information. So, you are here to consult with us for some additional feedback.

Gassman: Correct.

Petersen: Thank you.

Gassman: I just wanted to tell you a little bit about—maybe some of you have had the opportunity to review the Civic Action Plan in its current format. And you may notice a bit of a difference between the last time I did this consultation and got feedback, and today's format of the plan. I'd like to share some of the things that have changed. First of all, the Civic Action Plan and the report of that plan is now embedded as part of UNI's Strategic Plan, and that was always sort of the intention. It describes in the first part of the plan the phases that occurred in developing the Civic Action Plan, and those phases almost parallel the development of the UNI's Strategic Plan. And so it kind of

talks about that a little bit in the report, as well as details out a bit more the Strategic Plan, so that in the report you understand that this is a connected piece, and not two separate things. I will also say that a couple of other things that have changed: The Strategic Plan is actually a five-year plan and the Civic Action Plan is actually not the same as that. We've actually pulled that back a bit more, and it's now only a three-year plan to sort of really look at where the University is; the strength in the area of community engagement and community engaged learning experiences for students, and build on that. So that's probably one of the changes you may have noticed, as well as in the language of the Civic Action Plan piece of it. By the way, we did have this out for feedback to faculty, staff, students, community partners. I attended a few meetings. I met with you. So hopefully you see some change.

Gassman: The components and elements have remained basically the same, but the language has changed a bit. Two things I might point out is the Civic Action Plan is not intending to do more of something, but to recognize the work that's being done, resource it in a better way, and make it a bit more intentional for everyone in pulling together how the University interacts with community. For the most part, a lot of the examples in there are: We use 'community' to mean the Cedar Valley, but it actually does extend across the state, the nation and the world. We have a lot of great examples of community engagement that are actually international, so the plan does speak to that. So, it's not about doing more, but it's really about maybe doing what we're doing, and doing it better—to think about learning outcomes and meeting community needs. And then the other piece is it's much more invitational in

nature. Right? So, I don't want to say the first draft—I don't remember what the first draft said, but maybe the fourth draft that I think was presented at Faculty Senate, really talked about all departments and all. Really, that language has changed to be much more invitational, so interested departments that want to think about creating paths for community-engaged learning experiences can be supported by the Office of Community Engagement. So, that has taken on a much different feel. The other piece I want to share—just share as a side note, and it's a--there is a little discussion in the Civic Action Plan—is when there is a decision to develop a Civic Action Plan, and that was a call to University Presidents in the Campus Compact network to develop one, right? We didn't just say, “Oh, we should develop a Civic Action Plan.” There was sort of a process as to why that was decided. But, the development of the Civic Action Plan is not simply because at the time President **Ruud** said we would write one, but there is a lot of literature and research that talks about community-engaged learning experiences, and the learning outcomes of students across all disciplines, and the power of those experiences in both the development of students, as well as in meeting community needs. So, there was a little bit of thought behind. The biggest reason students come here is to get a job in the end. All of the research says in the end, they want a job. We want them to get a job. Parents want them to get a job. They want to get a job. But the skills and the workforce across all disciplines really speak to what I think many people call ‘soft skills.’ I think maybe we should change that term, but anyway: problem solving, critical thinking, communication. And those are the very skills that are really well developed in these kinds of experiences. So, it's based on a pretty solid body

of literature about the good work that's happening in this area and so, much more invitational about, "this is going on. Can we help you?"

Gassman: There are then still four parts to the plan, and I actually think it's a little bit better to articulate by drawing an illustration of it. So, if you can think about community engagement as it happens across campus, and you can imagine what that might look like, I actually think that what we might see from a student's perspective, but actually even faculty, staff, and community partners—is we might have here service learning courses that are really sort of led by faculty and what's happening at UNI. But, we also think volunteering is really important. But that might be really facilitated by what's happening in the community and organizations in the community. And there are more examples here, and there are actually a lot of things happening inside the University as well that are more led. Here, you might have community-based research. If students see this as a class, faculty see it as community-based research, but there's certainly a component to what's happening with the community, and meeting when the community meets. So, really the intention there is to think about... The other thing is from the community perspective, sometimes they see in the whole body an actual faculty member, like they know someone who's doing this work, and I'm going to connect with Dr.

Schraffenberger about this work, right? Or they might actually see a department, or a center that they're connecting with. So all of that looks quite different. What we're really thinking about is entities at UNI and the University and the overlap between those two, and sort of thinking about this as we have service learning, we have community-based research, we have student

organizations—what? 268 of them. We have internships that very much meet the needs of communities. And so we have all of these different ways that we might define community-based learning, that we need to think about that and how we can add resources to that. How we can have students think about these kinds of experiences as part of their development as a civic-minded professional, which is what workforce in all disciplines are saying they want in that skill set. And really in the Plan it talks a lot about the Office of Community Engagement--sort of creating a front-door. So when the community is thinking “I want to partner with the University,” where do they go and how do they reach into the University? And then also, not everyone necessarily inside the University knows how to access the community partner, or how to engage in those resources, so really the whole purpose I think of the plan is to think about this in a more defined way. And I think that really the sum of all of these parts are greater than the whole of what we’re putting together, and having students realize the connectedness between being a part of Dance Marathon, being a sociology major, and their volunteer experiences that they were told they had to do in a liberal arts core class, and pulling all of that to define their development for the workforce, rather than seeing this disjointed set of things that they have to do while they’re here. So, I think it has changed since the format that we have seen before. I would welcome any other feedback you have. This is kind of the elements that are going into the final plan, but I think--hopefully, you see some changes here to be more invitational across disciplines; that maybe this is a better fit than other disciplines, but certainly allows for support of this kind of work, and a little more direction for students

to understand that this really is a powerful way to think about the skillset that you have, rather than just what you're learning in the classroom.

Bernhard: Excuse me if you already covered this, but you talked about the timeline being three years or so for this. Is there any plan in place for revisiting this, or what the committee make up might look like?

Gassman: I think that absolutely, I think that I really appreciate the work that was done for the Strategic Plan at the University. That really elevated the importance of community engagement in student success. And I actually think it was a window of opportunity when all of these were happening at the same time. As community engagement was seen as essential to student success at university, and then you think, "What does that mean, right? Everybody should do an internship?" What does that mean, right? I think that as that was being defined, there was this call to develop a Civic Action Plan that really allowed for well what does that mean, right? So I see this as an ongoing review of where we're at, and where we want to go. And I think as an example, one of the things in the Civic Action Plan is to designate courses that are service-learning courses, right? And that doesn't mean every major across campus has to have a service learning course in it. What we're hoping is that we can say to faculty, staff, and students, "Here are where service-learning is embedded into the course that you might take, should you so be interested in that specific skill set, and that kind of pedagogy." And then let's see where we're at once that process happens, and then think about, "Where do we want to go from here?" So I think first we sort of want to say, we're not even sure how to articulate-- we are a Carnegie-Classified Institution for Community Engagement, right? I

work with institutions all the time that are trying to figure out how to get that classification. Well, we have it for really good reasons. We have a great foundation. But I'm not sure we can always articulate the way that this can overlap for the benefit of the students and also in meeting the community needs. I have lots of conversations about when the University sort of unleashes their goal here, what happens to the Cedar Valley and their capacity to manage this, right? And so this is really looking at that together. But, I'm imagining--let's see where we're at in three years and then where do we want to go after that, right? Part of me wishes that we didn't need to think about this because it's just so thoroughly embedded. I think about service and the 15%, and it says service to the community. Well, in some respects, that can be embedded into teaching, and not a separate piece, right? So if it was just happening, we wouldn't need it. But where will we be in three years? To answer your question, in three years we will then continue to develop this once we understand in a better way where we're at.

Bernhard: Awesome. Thanks.

Schraffenberger: Is there any event coming up where we can learn more about all of this? [Laughter]

Gassman: Yes. Actually one of the reasons I was really hoping to get before the Faculty Senate--on April 19th we're having our first Community Engagement Celebration. So we put out an invitation campus-wide for faculty, staff, and students to showcase their work. We have eight different categories, so we tried to think about if it's a faculty member that wants to talk about their

community-based research, there's a category for that. If it's a student who isn't even in a student organization or connected to a class, but is really making a difference in some way, shape or form—there is like a service category for students as well as faculty. It's theme-based, so there's all these different categories. So on that day from 9:00 to 10:30, and by the way we had to shut registration down because we don't have any more space, right? And then we let a few more squeak in, and now we really don't have any more space, so if you do come, I would love that. It's going to be crowded though, and that's a good problem. Then we have actually in each of those categories, we want to elevate really great work in this area, so actually every project will be judged by mayors, superintendents, other community leaders, the leadership of the University. And then others can just come and look at the projects. And then at 10:30 we'll have a short performance from the Spectrum Project, as well as recognition of faculty who have received a Veridian scholarship. The Veridian supports work in the area of community engagement for faculty and staff. A Koob scholarship that goes to a scholarship for students doing work at non-profit organizations in the state of Iowa; they're unfunded, and then we will go through the awards of those award winners for the day, and then we will actually share as a public announcement our Civic Action Plan going forward. I would love to have you all there. Hopefully, you've seen something about that, or you will notice it the next time it comes before you.

Petersen: Is it in the Union?

Gassman: It is in Maucker Union, yes in all three of the Ballrooms. And that is actually embedded in the plan, that if we're going to elevate this work, we

want to showcase it. We want to reward it. We want to talk about it, and I'm actually hoping that it will also make people think, "Oh, you're doing that? I'm doing this, but I didn't know you were doing that. We should talk. We should have coffee or we should blend what we're doing," or "Do you need research done on that, because I can imagine how we could think about that a little bit differently." So, I'm hoping the outcome of that might be beyond what I even know about.

Petersen: Thank you so much.

Gassman: Yes, you are welcome. Thanks for letting me take a little bit more of your time.

Petersen: Our next item of business is Docket Item 1271. It is a Consultation on Women's and Gender Studies request for Structural Reorganization, and it was submitted by Wendy **Hoofnagle**, and I'm wondering Dean **Bass**, if you're here to discuss that item by chance or not?

Bass: I thought I was here in a supportive role. [Laughter] I thought Dr. **Hoofnagle** would be here, but I can certainly address any questions or give an overview if the Senate would find that helpful to be able to move forward with it.

Petersen: I'm pulling up the narrative that is attached within our Senate website. From what I read, it appears that this restructure is necessary in order to make logistical—

Hesse: Streamline.

Petersen: Yes, thank you. It has been difficult to work between two colleges in terms of communication and just general logistical pieces. This is a consultation, so simply providing feedback, comments about the proposed reorganization.

Kidd: A simple question: Do you want them to be in your college? [Laughter]

Bass: Yes. This is faculty-initiated and as the petition highlights, it came after two different APR's, including one that was completed last year, the advisory board, the faculty on the advisory board spent a significant amount of time processing, discussing. It's an interdisciplinary program that spans all the colleges but the faculty who—the largest number of faculty by far that are engaged, are in CHAS and CSBS, and historically, the program has been overseen by administration in both those two colleges. But it has led to some logistical issues and more importantly, it's meant that they haven't had as strong a voice through the administrative chain. And so it's been the recommendation from the two APR's for them to make a decision about a primary home; not to lose their interdisciplinary nature, and they've got by-laws that strengthen that as well. I am very committed to maintaining that interdisciplinary structure. So, what's before you is a consultation to see if you have questions or concerns. It will not change the program per se. It's not meant to change the curriculum. It's not meant to limit which faculty participate in it. It's anticipated that that will continue as it has in the past. And yes, I'm happy to welcome them into the College. I told them I'd be just as supportive if they had chosen the route to go to CHAS. But the Board made the

decision that CSBS was the, if they had to make a choice, that it was the better home for them right now.

Schraffenberger: Do you foresee any complications of sharing budgets as they're hoping for here?

Bass: That's been one of the questions that I've received the most when I visited with the advisory board. WGS (Women's and Gender Studies) has their own budget. So, that budget will stay with WGS and simply move under the umbrella of CSBS. Currently, it's under the umbrella of the Provost, because it's hard to switch it back and forth as had been historically how the directorship would work. So, in terms of their set budget, that won't change. In terms of accessing resources that are more—how do I want to say this--year-to-year; more one-time monies, I anticipate that there will still be sharing across the two colleges, and we've worked out a system where the director will still have access in CHAS both to the dean for conversations, as well as the relevant department heads that have active affiliate faculty in that. Does that address your question?

Schraffenberger: Yes. You seem to have a system. They attend the one head's meeting?

Bass: So, they'll attend the one heads meeting, but in the other college, so in CHAS we've set up a system so there will still be either monthly or every other month meetings with the dean, and then there'll be at least once-a-semester meeting with the relative heads in that college to talk about WGS matters.

Kanago: Do you know if this is typical for Women's and Gender Studies to be in one college instead of two?

Bass: It depends on the university in terms of how the university is set up, but yes. It's normal for WGS to have a specific structural home. On some campuses they have a college of interdisciplinary studies, where these types—all types of interdisciplinary programs—that's their structural home. But, since we don't have that at our institution, the equivalent at our institution is yes, they're housed in a particular college.

Kidd: There's a department of undergraduate studies here. Is that correct? Is that anything that people have talked about for this?

Bass: The board discussed that, and didn't prefer that because they have two programs: they have a master's and then they have an undergraduate minor, and so they felt that neither the graduate college nor the director of undergraduate studies were the appropriate place for them. But they did talk about those options.

Kidd: Thank you.

Choi: Other than WGS, are there any other programs between two colleges?

Bass: No.

Petersen: Thank you so much, Dean **Bass**. I think we have time for one additional order of business here, and this another emeritus request. This is for Dr. Audrey **Rule** who is a Professor in Curriculum and Instruction. Is there a

motion to approve Dr. Audrey **Rule**'s emeritus request? So moved by Leigh **Zeitz**. Is there a second? Thank you, Senator **Strauss**. Again I unfortunately do not have any additional narrative, but I can tell you that she's been at UNI since January of 2008. So she meets the criteria for the ten-year period. Senator **Zeitz**, I know that she's in your department. Do you have any additional?

Zeitz: Dr. **Rule** was just an amazing teacher. She worked closely with all the students. She was the head of the gifted program, and she did a lot of research working with the students, bringing it up so they can help publish it, and so she was a great addition to our program.

Petersen: I know she has been a very serious scholar. She served on a number of dissertation committees. A very active researcher.

Kidd: I met her once. We got some faculty together to talk with the Board of Regents who were very active in scholarship at the University, and she was amazing. She was really good—not just her experience doing things, but also being able to explain it to the Board of Regents, like why it was important for UNI to have active research programs.

Petersen: Alright. All in favor of approving Dr. **Rule**'s emeritus request, please indicate by saying 'aye.' Any opposition? Any abstentions? The motion passes. Because we just have about ten minutes left, the next three items on our agenda are quite large in terms of needing discussion. But the last item on our agenda is another emeritus request, so let me ask if I could move this request

to the top of the order so that we could finish our meeting with this last emeritus request today? Thank you Senator **O’Kane** and Senator **Choi**. It wasn’t as hard as I anticipated. Our last emeritus request is for Dr. Jack **Yates**, who is a Professor in the Department of Psychology. Is there a motion to approve Dr. **Yates’s** emeritus request? So moved by Senator **Choi**. Seconded by Senator **Strauss**. Thank you. He has been at the University of Northern Iowa since August of 1975. I think that would be about 42 years. 43? Does anyone know Dr. **Yates**?

Choi: I’d like to speak in support of him. I’ve been working with him in the same department. He started his work before I was born. [Laughter] I have a great respect for what he has done. I have witnessed his dedication for student success and faculty success for the last three years since I joined the University. For example, you may have noticed the student research presentations in the downstairs in the library. It is one of the biggest annual student research conferences at CSBS, and he initiated it a long time ago. It was a small psychology research conference at the time, but now it became larger, and not only for psychology, but for any social sciences research. It’s open not only to UNI, but it’s a regional conference for other college students. He dedicated many other things like the UNI Volunteer Fair—he initiated it. He’s kind of a grandfather. And he also is dedicated for faculty success. My relationship with him started even before I officially joined here, because he was a search committee member, and honestly—one of the reasons I decided to accept the offer was because of him. I had a very good impression. It was more than just an interview. I genuinely enjoyed our research conversation. It

was inspiring. Since then, I've regarded him as my mentor, although he doesn't think he is my mentor. He helped many psychology colleagues especially non-tenured members.

Petersen: Thank you for those comments. Are there any others?

Hesse: There was nice supporting letter from the Department head. It was posted on the website from Adam **Butler**.

Petersen: I must have missed it. I apologize. Excellent. All in favor of the emeritus request for Dr. **Yates**, please indicate by saying 'aye.' Any opposed? Any abstentions? Excellent. So we will move the remaining items to our next meeting. I did want to remind all of you—I meant to do this when we were talking about the Faculty Handbook Committee and the Faculty Evaluation Committee, there is one last open forum, which will be on Monday, April 16th from 3:00-5:00 in the Union. And the intent of the Faculty Evaluation Committee for this forum will be solely post-tenure. And so the documents around post-tenure will be shared at this forum, and there will be an opportunity for discussion. Those will be the same documents we see then when we revisit the conversation on the 23rd in here. Are there any other announcements or comments for the good of the order? Is there a motion to adjourn? Thank you Senator **Strauss**. Seconded by **O'Kane**.

Submitted by,
Kathy Sundstedt
Transcriptionists and Administrative Assistant
Faculty Senate
University of Northern Iowa
Cedar Falls, IA 50614

April 17, 2018

The following comments provide support of emeritus status for Kathryn M. Blecha:

Kathryn M. Blecha began at UNI as a student teaching coordinator in 1988 after having taught in the Omaha, Nebraska, West Des Moines, Iowa, and Lincoln, Nebraska public schools for thirteen years. Prior to coming to UNI, Ms. Blecha taught English Methods courses at the College of St. Mary and was a student teaching supervisor for the University of Nebraska-Omaha prior to being hired at UNI.


Ms. Blecha served as the student teaching coordinator for the Omaha/Council Bluffs and Sioux City student teaching center at the University of Northern Iowa, College of Education, Department of Teaching for twenty-nine years. Her responsibilities included placing and supervising student teachers, conducting student teaching seminars, coordinating capstone experiences, and facilitating the teacher work sample, edTPA, and student portfolios. In addition, Ms. Blecha taught 280:070 Human Relations: Awareness and Application.

Ms. Blecha was engaged in scholarly work including publications, refereed presentations, and grant activities. Ms. Blecha provided significant contributions to UNI through her service. She met with p/k – 12 school districts in western Iowa to recruit students and promote UNI. She organized town hall meetings, served as a guest speaker, and participated on community-based task forces on various education related initiatives.

She collaborated with the foundations and alumni offices to provide the voice of UNI in western Iowa. Ms. Blecha coordinated and hosted numerous events in collaboration with UNI marketing and alumni development offices. She hosted foundation dinners in her home and assisted in the creation of alumni events prior to UNI basketball games in the Omaha area. She also coordinated events with the Omaha Leadership organization with President Rudd and other UNI personnel.

Kathryn Blecha made significant contributions to the University of Northern Iowa during her twenty-nine-year tenure in the Department of Teaching in the College of Education. Her exceptional teaching, scholarly activities, and exemplary service to UNI reflect qualities of the ultimate professional. I would highly recommend her for emeritus status from the University of Northern Iowa.

Regards,



Nadene Davidson
Associate Professor, University of Northern Iowa
AACTE Board of Directors/ Past-President
Advisory Council of State Representatives to AACTE



Terri A. Lasswell, Ed. D.
Associate Dean, College of Education
Head, Department of Teaching
University of Northern Iowa

April 17, 2018

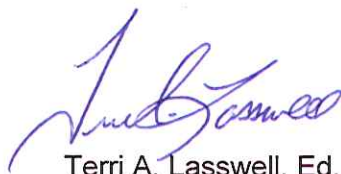
The following is to provide support of emeritus status for Tom Blaine.

Tom Blaine began his career at UNI as a student teaching coordinator in 1999 after having taught at both the University of Dubuque and Westmar University for a total of 20 years in higher education. He was a high school administrator and teacher during the previous 24 years and brought a wealth of knowledge and experience to our future teachers. While at UNI, Tom worked with numerous students each year first in the Northeast Iowa Regional Student Teaching Center and later in the Des Moines Regional Center. His responsibilities included placing and supervising multiple student teachers each year, providing ongoing mentoring, evaluating performance, and teaching seminars. A large part of his responsibility included serving as a liaison between the local schools and the greater University.

Tom's assignment did not require that he complete extensive service or research. However, during his tenure, Tom demonstrated leadership in submitting publications, providing multiple presentations, and engaging in grant writing.

Most notable to the Department of Teaching was Tom's willingness to step forward and take a leadership role. As chair of the Office of Student Field Experience (OSFE) group, he assume leadership in the revising and submission of the student teaching handbook for publication through Kendall-Hunt.

On behalf of the Department of Teaching, I highly support Tom's nomination to emeritus status.



Terri A. Lasswell, Ed. D.
Associate Dean, College of Education
Head, Department of Teaching
University of Northern Iowa

April 17, 2018

The following is to provide support of emeritus status for Linda Rosulek.

Linda began her career at UNI first as an adjunct in the Curriculum and Instruction Department and later full time in the Department of Teaching as a student teaching coordinator. She also taught at the Northeast Iowa Community College. Her responsibilities as a coordinator in the Mason City/Charles City Regional Center included placing and supervising multiple student teachers each year, providing ongoing mentoring, evaluating performance, and teaching seminars. A large part of her responsibility included serving as a liaison between the local schools and the University. She was highly respected by those with whom she worked.

Linda was not required to publish as part of her assignment. However, she did publish and had numerous presentations to a variety of audiences. She was active on numerous committees and served as a mentor, not only to her student teachers, but to new coordinators who joined our staff. Linda was always willing to serve on committees because she believe it was important to advance our profession of education. She felt it was her responsibility to go above and beyond expectations to model commitment to the profession for her students. She was exemplary in her work with our future teachers.

On behalf of the Department of Teaching, I highly support Linda's nomination to emeritus status.



Terri A. Lasswell, Ed. D.
Associate Dean, College of Education
Head, Department of Teaching
University of Northern Iowa

March 21, 2017

Michael,

My written statement in support of Jack Yates application for emeritus status:

Jack Yates came to UNI as an Assistant Professor of Psychology in 1975 after receiving his Ph.D. in Cognitive Psychology from Johns Hopkins University the previous year. Jack taught courses in Cognitive Psychology, Memory and Language, and Research Methods and was infamous among students for requiring multiple drafts of papers. For many years, he was the co-advisor for the student Psychology Club and was instrumental in organizing the department's annual student research conference which grew into a regional conference featuring student work from nearby colleges.

Jack's early research focused on cognitive processing of language, and he later studied mental representations. In 1985, he published a paper in *Psychological Review*, the most prestigious journal in psychology, which explained a diverse set of empirical findings by advancing a theory of consciousness emphasizing the distinction between awareness and underlying mental processes.

Later in his career, Jack's interest in energy conservation led him to explore psychological solutions to the problem of energy consumption. This field research, funded by the National Science Foundation and Iowa Energy Center, focused on community action for change and was responsible for a 15% reduction in energy use in four rural Iowa communities. Jack and his wife Carole won a national Tools of Change Landmark Award in 2016 for this work.

Finally, we would be remiss to ignore Jack's reputation around campus as the crazy guy who rides his bike to work even in the winter.

[Adam Butler, Ph.D.](#)

Professor & Head
Department of Psychology
University of Northern Iowa
Cedar Falls, IA 50614-0505

Bartlett Hall 1078

p: [319.273.7717](tel:319.273.7717)